

LIS 629 Integrating Technology into the School Media Curriculum

Spring Semester 2011 (Hybrid/Blended Learning) Palmer School of Library & Information Science, Long Island University Westchester Campus Instructor: Linda Chapman

Module Two

The focus of Module two is inquiry learning and Web 2.0. The module includes readings, explorations and tasks associated with inquiry learning/Web 2.0, the key resource for assignment two, and tasks that will serve you throughout our course (and hopefully beyond).

A gentle reminder: The readings, explorations, and tasks associated with each module are prime fodder for reflection, as are the gems you identify as you use your PLN (Netvibes page) to remain current in our field. Each week, you should use the Reflections section of your LIS 629 wiki to record your weekly reflections. [I plan to check your reflections on 2/13.]

[You may be thinking: *Do I have to reflect on everything?* The answer is *NO*, but your weekly reflection must provide evidence of your good thinking about some of the activities you completed in each Module, as well as your good thinking about some of the gems you will retain. Note: You should use the *Gems* section of your LIS 629 wiki and/or a section of your Netvibes page to retain your gems.]

Readings/documents:

1. Be sure you have read the first three chapters in the Berger text.
2. The following readings/documents – which must be read in order – are key to understanding the place of inquiry (and our needed focus on higher order thinking skills) in contemporary library programs. All are included in the Module Two folder *or* the link is provided.

Moving from Rote to Inquiry: Creating Learning That Counts by Violet Harada and Joan Yoshina
Library Media Connection, October 2004, pages 22-25.

This article had a huge impact on LMSs. Many of us tossed (or considered tossing) our traditional, linear models of teaching the research process, and we began to experiment with the inquiry model. Can you guess where this model worked best (initially)?

Stripling/Berger Inquiry Tech Model: *Inquiry/Technology/Teaching & Learning Strategies Integration Guide*, by Pam Berger and Barbara Stripling, 2005.

[Note: From your textbook, you should be familiar with Barbara Stripling's model of Inquiry Learning. This document was a handout from Pam and Barbara's standing-room-only presentation at AASL in 2005. It is important because this was the first occasion when technology tools were associated with the stages of inquiry. As you study it, ask yourself: how many of these technology tools and resources am I familiar with? If you were adding to this list today, what would you include?]

Inquiry and 21st-Century Learning by Marjorie L. Pappas

School Library Media Activities Monthly, Volume XXV, Number 9, May 2009, pages 49-51

[Note: I think that Marjorie does an excellent job in connecting the dots (so to speak). What do you think? As you think your experiences and graduate school coursework, what else (if anything) do you think should have been addressed here?]

The Culture of Inquiry in School Libraries by Carol A. Gordon

School Libraries Worldwide, Volume 16, Number 1, January 2010, pages 73-88.

[Note: This is not easy reading; but it is important reading, and worth retaining. As you read it, consider these questions: How will I promote/develop a culture of inquiry in my library? And how can new technology tools help me develop a culture of inquiry. [You may want to add to this list as we continue in our course. ☺]

Bloom's Taxonomy Blooms Digitally by Andrew Churches

Technology & Learning, April 1, 2007

Accessed online at <http://www.techlearning.com/article/8670>

January 1, 2011

[This article resonated with many of us when it was published in 2007.]

Bloom's Digital Taxonomy, Version 3.0

Edorigami, 2009 Accessed June 15, 2010

This is the latest version of Churches' model.

Digital Bloom by Mike Fisher, 2009

See <http://www.classroom20.com/photo/digital-blooms-by-michael>

This is a more visual representation of Bloom's revised taxonomy along with associated web 2.0 tools.

Just for Fun cartoon (and ask yourself, why did Linda include this cartoon?)

Explorations:

1. After you have registered for the required Web 2.0 accounts and emailed me your Excel form (see Tasks below), you should explore two of your new accounts, [LiveBinders](#) and [Diigo](#) just to get a sense of their usefulness. (Do not spend more than 10 minutes on this. This is a preview.)
2. You should begin working on Assignment Two, and the best resource for Assignment Two is Joyce Valenza's wiki: *Explore School Library Websites: Examples of Effective Practice* at <http://schoollibrarywebsites.wikispaces.com/>

Strong suggestion: Spend time here! [Does this mean that the libraries you identify in Part B of Assignment Two *must* come from this site? NO! There are certainly other library web pages (including some/many in our area) that would qualify as outstanding.

Tasks:

1. Make sure that you have invited me to join the LIS 629 wiki you set up in Module One.
2. After you explore Joyce Valenza's wiki on school web sites, decide whether you will develop an elementary, middle or high school web site and begin to consider the different sections (pages) you plan to include. Post your thoughts/preliminary plans on your LIS 629 wiki. [I will check your wiki on 2/13.]
3. Set up the web 2.0 accounts you will use for LIS 629, and use the Excel document included below to record the username and password for each account. [Remember that all accounts should be associated with the NEW gmail account you set up for LIS 629.] At the end of LIS 629, I will remind you to change your passwords.